



**BRITISH
INTERNATIONAL
SCHOOL**

HANOI

A NORD ANGLIA EDUCATION SCHOOL



BIS Hanoi

Curriculum Information Booklet

2017 - 2018

Year 9

September 2017

Dear Parents

The purpose of this booklet is to give you detailed information about the subjects your child will study in Year 9.

We hope you will find this booklet both interesting and useful as a reference throughout the year. It will tell you at a glance the areas of study within each subject and can be used by yourselves to support the teaching and learning that takes place in school.

In most subjects, the teaching at BIS follows the Programmes of Study of the National Curriculum for England at Key Stage 3. This ensures continuity and progression for our students transferring from the Primary School and onto IGCSE and the IB programme. During the year the students will be introduced to progressively more demanding ideas, knowledge and understanding using a variety of resources and learning methods.

The progress students make will be recorded and reported to you using National Curriculum Levels. This will enable you to monitor how well your child is doing compared to their achievement at the end of Year 8. The report will also show targets set using CAT data and Teacher judgement. These targets are what we expect students to achieve at the end of Key Stage 3 (Year 9).

I am confident that your child will make excellent progress at BIS Hanoi in a supportive yet intellectually demanding environment. However, if you wish to discuss any concerns you may have about your child's learning, please contact your child's Tutor.

Yours sincerely



Tim Webb
Head of Secondary



Amy Wild
Head of Year 7,8 & 9

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Attendance

Attendance in school is essential for successful attainment. The odd day off here and there soon mounts up and has a significant impact on learning. Reasons for absence must always be communicated to the Secondary Office and will be dealt with in accordance to the attendance policy clearly detailed in the Secondary Parents Handbook.

The following is a quote from a study on the impact of school absence by the National Foundation for Educational Research in the UK (www.nfer.ac.uk)

There appears to be a significant association between authorised and unauthorised absence and attainment at both Key Stage 3 and Key Stage 4, even when pupil and school level characteristics have been taken into account. At Key Stage 3, this was most evident in relation to overall achievement and to the probability of making at least one level of progress at Key Stage 3, while at Key Stage 4 higher levels of absence (though, particularly, higher levels of unauthorised absence) were negatively associated with lower capped eight scores, a reduced probability of attaining five A to C grades and an increased probability that young people would not obtain any GCSEs above a grade D. Across both Key Stages, the impact of pupil absence on attainment was more apparent amongst boys than amongst girls, particularly in relation to unauthorised absence.*

An examination of the coefficients for authorised and unauthorised absences suggests that higher levels of unauthorised absences may be more significant in determining the extent to which young people's performance at GCSE is affected by their attendance in school. However, there was also evidence that there may be critical thresholds of absence (31 or more half-day sessions), above which performance is significantly lower, whether or not young people's absence is authorised or unauthorised. It is worth acknowledging that the impact of such non-attendance may have a bigger impact on boys' achievement than on girls' achievement.

Note: 31 half day sessions equals about 15 school days or 3 weeks of school.

Assessment

Assessment is designed to give students, parents and staff an accurate idea of the attainment and progress of students. It should also give information on what a student needs to do to improve.

Each department uses a traffic light system for formative assessment (which can be found in student work books) which clearly shows the student how well they have performed against the objectives set for the task. In addition to this all subjects use comments to highlight how students can improve their work and boost attainment.

Formal assessment always uses the National Curriculum levels (shown on the next page) and the data is used to track student progress.

All staff use a common set of codes to communicate language errors. These are:

- Spelling (SP)
- Grammatical error (G)
- Punctuation (P)
- Capital letter (CL)
- Paragraphing (//)
- Vocabulary (V)

Year 9 students will sit subject assessments during two assessment windows: 20th-24th November and 28th May-1st June. Students will be assessed formally in Mathematics, English, Science, Geography, History, MFL and Vietnamese. The remaining subjects will be regularly teacher assessed throughout the academic year.

Reports and Meetings with Parents

Reports are issued on the dates below and there are multiple opportunities for parents to meet the teachers throughout the year. Parents are also free to contact Tutors, Teachers, Heads of Year or the Head of Secondary at any time during the year if they have any questions. Contact details are in the Parent Handbook.

We also have information sessions each term for individual year groups:

3rd/4th October	New Starters Tutor Meeting
7th November	Teacher/Parent Meeting
23rd November	IGCSE Options Evening
15th December	First Report
27th March	Teacher/Parent meeting
22nd June	Second report

National Curriculum Levels

Students are given National Curriculum levels for key pieces of work in all subjects. Levels are also reported to parents two times a year on reports. These levels are a UK national approach to recording students' attainment and are designed to show progress within school and between schools. They cover most subjects through the age range 5 to 14 years old on a scale of 1-8.

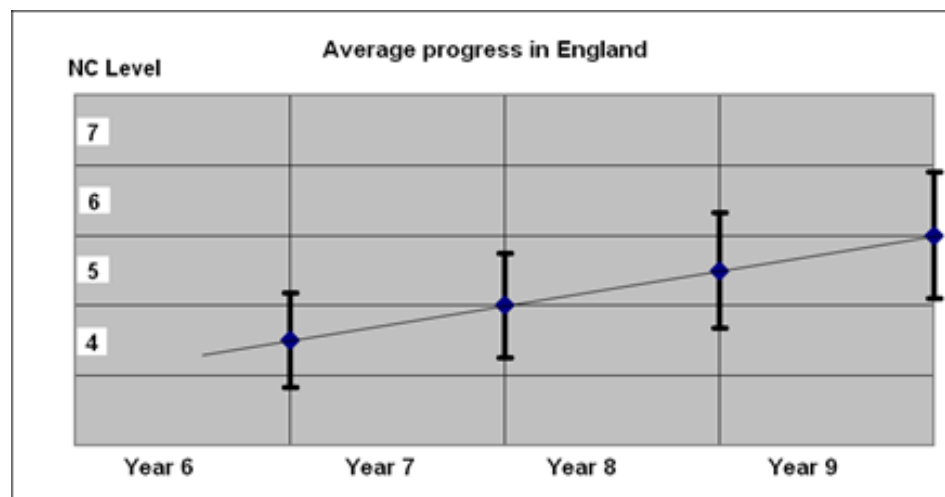
In most subjects there are a number of different areas to assess. The report will show an average so that you can see progress.

The British Government expects the large majority of students to have achieved the equivalent of National Curriculum level 4 in most subjects by the time they leave primary school and to achieve a mixture of levels 5 and 6 across all subjects by the end of Year 9. The expected rate of progress for an average student is one level every two years. Students who are above average can make this much progress in 18 months or less. Drama is not a compulsory subject in primary schools. Consequently, in Years 7 and 8 students will probably be working at lower levels than in other subjects. However, the levels in these subjects are designed to enable students to make more rapid progress through them and to still reach levels 5 and 6 by the end of Year 9.

In order for us to show progress during an academic year we sub-divide the levels as follows (using level 6 as an example):

- 6a Working near the top of the level (a good level 6)
- 6b Working well within the level (a solid level 6)
- 6c Working just within the level (just level 6)

Progression through levels



Inclusive Education

At BIS we firmly believe in every child's right to learn and we aim to make all our lessons as inclusive as possible. Alongside this, we have a dedicated Learning Support and English as an additional Language department which seeks to support the progress of pupils who may not always be able to access lessons fully. The departments work with the classroom teacher, student concerned and family to ensure any support offered is explained and agreed upon by all concerned. There is a set procedure for any intervention work and parents will be informed at the earliest opportunity. Intervention is always time-bound and structured with very clear targets.

The departments can work with students on a 1-to-1 level, in small groups and via in-class support.

Support will focus on specific academic areas, such as reading, writing or numeracy. However, we also withdraw pupils in order to develop their approaches to learning, such as how to break down a question, self-manage, concentrate on a given task. These skills can be extremely beneficial in encouraging pupils to become independent learners for life.

Textbooks and Resources

In common with schools following the British Curriculum either in the UK or overseas we don't have a set textbook in any subject that we follow throughout the course. The textbooks we do use are listed in each subject entry; other resources such as websites are also listed.

Vietnamese

6 lessons per two week cycle (applicable to Vietnamese passport holders)

Curriculum aims

- The Vietnamese Curriculum aims to the development of skills in reading, writing and speaking and listening through:
- The teaching and development of reading strategies.
- Understanding structure, language, viewpoints and context of texts.
- Writing of a range of texts for different purposes and audiences.
- Understanding how to structure, organize and punctuate texts.
- Learning to talk effectively in a range of situations, such as: individual presentations, debate and drama.
- Through the study of important Vietnamese Literature and World Literature texts, students will build up a core of knowledge of Vietnamese and World Literature development of the last century up to the present day.

Curriculum content

Term 1

Short stories

- Chiếc lá cuối cùng - O Henry
- Sói (trích đoạn) - Jack London
- Người hùng (trích đoạn) - Stephen Crane

Poetry (rhyming couplets, syllabic verse and free verse)

- Nhớ rừng - Thế Lữ
- Quê Hương- Tế Hanh
- Hai Long -Nguyen Binh
- Thơ Xuan Quynh
- Tiếng Việt Lưu Quang Vũ...

Term 2

Public Speaking: Informative Speeches (Concepts)

- Phát biểu về một ý kiến
- Phát biểu về một vấn đề xã hội
- Tranh luận về một vấn đề xã hội

Non-fiction: Discussion Essays

- Ngày trái đất năm 2000
- Gia tăng dân số
- Thuốc lá và tác hại của nó

Term 3

Narrative: Novel

- Tắt Đèn-Ngô Tất Tố
- Chân dung Dorian
- Tìm hiểu và đọc thêm về Tự Lực Văn Đoàn
- Play: Vụ án vườn Lệ Chi (optional)

Assessment

Students will undergo one assessment test per unit and will be awarded for excellent work and excellent effort. Verbal and written feedback will be given when appropriate. The assessment also count on students' 'own writing' which is based on the unit studies.

The Levels shown on their reports will be an average of the skills covered throughout the year.

Homework

Homework is set once a week in accordance to the BIS Hanoi homework policy. However, wherever possible, homework will be topical. The homework targets key Vietnamese skills and is designed to extend the students by asking them to reflect on what they have studied in class. Homework will be marked and verbal or written feedback given. There will be an overall effort grade for homework at the end of each term. Students are expected to work independently and to ensure all work is handed in on time, to receive written feedback.

Suggested home activities

Your child needs opportunities to reflect on what they have learnt and you can support your child's understanding of Vietnamese Literature by the reading of different genres of books and talk to them about what they find out about plots, themes, characters and how writers start or finish their stories. Encourage them to make reading a habit and to write a diary. A part of our study is the students will write their own work which is based on the unit studies. To make their work successful, you can support them by collecting ideas and making plans.

English

9 lessons per two week cycle.

Curriculum aims

In English we aim to develop and progress students skills in the three areas: Reading, Writing and Speaking & Listening. These skills are developed through Literature, specifically: poetry, novels, short stories and drama.

Each skill area is further broken down into sub categories:

- **Reading:** Reading for meaning, quotation and reference, inference and deduction, structure and organisation of texts, writer's use of language, Writer's purpose and viewpoint, text's context.
- **Writing:** Writing interesting texts, texts which are appropriate to task and audience, organisation and sequencing, using paragraphs, varying sentence structures, varying punctuation, varying vocabulary and using correct spelling.
- **Speaking and Listening:** Talking to others, talking with others, talking within drama and talking about talk.

Curriculum content

Skill areas are revisited each year and with each passing year, areas are covered in greater depth. The skills that are covered are:

Term 1

- **Reading:** Reading for meaning, quotation and reference, inference and deduction.
- **Speaking and Listening:** Talking to others, talking with others and talking about talk.
- **Writing:** Writing texts which are appropriate to task and audience, organisation and sequencing, using paragraphs, correct spelling.

Term 2

- **Reading:** Structure and organisation of texts, writer's use of language, writer's purpose and viewpoint.
- **Writing:** Writing interesting texts, varying sentence structures, varying punctuation, varying vocabulary.

Term 3

- **Reading:** Understanding texts' context.
- **Speaking and Listening:** Drama and role-play

Assessment

Students will undergo an assessment each half term (5 in total). These will test their understanding of the skills that they have learnt in lesson.

The levels shown on their reports will be an average of the skills covered throughout the year (19 skills in total).

Resources

Students will study a selection of literature throughout each year. The literature selected will be teacher choice but will come from the list below.

Term 1

- Coming of Age Stories

Choice of novel from:

- The Outsider
- Boy/Going Solo
- The Giver
- About a Boy

Term 2

- Gothic Literature

Choice of novel from:

- My Swordhand is Swinging.
- The Graveyard book

Term 3

- Literature and Performance (Power)
- Macbeth

Suggested home activities

- Research and read famous short stories of different genres and keep a reading log of plot and character.
- Acquire a copy of the novel, read the text and makes notes about key events and characters in preparation for closer study in lesson.
- Acquire a copy of a film version of Macbeth, while watching make notes on main events, plot and character.

Students will be allowed to use copies of these books in class only. They are free to purchase their own copies and read these in advance. Active reading of any literature will have beneficial effects on student progress and understanding particularly in a second language setting.

Homework

Homework will be set once a week and will be a challenging task. Students will have several days to do this and are expected to complete homework to the best of their ability.

Mathematics

8 lessons per two week cycle

Curriculum aims

In Mathematics we aim to provide a broadly based and balanced education, to identify and develop to the full the mathematical abilities of each student and to give students the confidence to communicate their ideas clearly.

The National Curriculum is divided into five main areas:

- 1) Mathematical processes and applications
- 2) Number
- 3) Algebra
- 4) Geometry and measures
- 5) Statistics

Curriculum content

Topic groups are revisited on a yearly basis, and with each passing year, areas are covered in greater depth. The topics they study are arranged as follows:

Term 1

- Place value and integers
- Mensuration
- Equations, formulae and expressions
- Integers, powers and roots
- Averages
- Probability
- Fractions, decimals and percentages
- Sequences and functions

Term 2

- Lines and shapes
- Coordinates
- Handling data
- Place value and calculators
- Sequences and functions with graphs
- Construction and loci
- Transformations

Term 3

- Planning, collecting, processing, representing and interpreting data
- Ratio and proportion
- Shapes and nets

Students are expected to practise questions regularly to reinforce their understanding, and are encouraged to approach their teachers regularly for extra help with questions. They are expected to come fully prepared to lessons with their equipment, which must include a scientific calculator, protractor and compass.

Assessment

Following a baseline assessment in early August, students will undergo a summative assessment twice in Term 1 and once both in Term 2 and Term 3. In addition to this students will undertake a leveled mental maths test once a month.

The levels shown on the report at each term are a weighted average of their assessments in the various topics covered.

Resources

The main textbooks we use are part of the Cambridge SMP Interact series, which by year group are allocated as follows:

9T (ISBN number: 978-0-521-53819-0)

9S (ISBN number: 978-0-521-53815-2)

9C (ISBN number: 978-0-521-53812-1)

Children in Year 9 are encouraged to leave this textbook in school, unless a homework task is set from it.

To help with revision and homework we frequently use the website www.myimaths.com.

To extend students, top sets will participate in the Junior and Intermediate UKMT Maths Challenges. More information can be found on these events organised by the University of Leeds in the UK here: <http://www.ukmt.org.uk/>.

Homework

Homework is set once a week and students are normally given several days to complete the tasks. The tasks are often from the textbook, myimaths.com or homework sheets.

Suggested home activities

Each student has a personal login and password for the myimaths website which they can use to learn about and revise topics. Homework may also be frequently set using this website, so students will require an up-to-date version of Adobe Flash Player so that they may access it.

Science

8 lessons per two week cycle

Curriculum aims

In Science we aim to provide a broadly based and balanced education which will provide the foundation for further Science learning at IGCSE Science, Biology, Chemistry or Physics.

The National Curriculum is divided into 3 main areas:

- 1) Biology
- 2) Chemistry
- 3) Physics

Curriculum content

The main Science concepts are revisited on a yearly basis, Year 7 and Year 8 will cover all the main aspects of Science. One “block” of work consists of 1 unit of Biology, 1 unit of Chemistry and 1 unit of Physics. One “block” will take about 12 weeks. The Year 9 course is intended to be a good preparation for IGCSE Sciences in Year 10.

Term 1 - Block 1

Exploring Science unit 9A – Inheritance and selection
Exploring Science unit 9E – Reactions of metals and metal compounds
Exploring Science unit 9I - Energy and electricity

Term 2 – Block 2

Exploring Science unit 9B - Fit and healthy
Exploring Science unit 9F - Patterns of reactivity
Exploring Science unit 9J - Gravity and space

Term 3 – Block 3

Exploring Science unit 9C/D - Plants, Photosynthesis and food
Exploring Science unit 9G - Environmental Chemistry
Exploring Science unit 9L - Pressure and moments

Assessment

After 12 weeks the students will be tested on one “block” of work, so throughout the academic year there are 3 “block” tests. However, assessment will be made by teacher judgment, alongside the test data.

The levels shown on their reports will be an average of the skills covered throughout the year.

Resources

Students are given the Year 9 Exploring Science textbook (ISBN 978-1-4058-9551) on which our course is loosely based. Students are also given two booklets: one containing worksheets used during lessons and for homeworks, and the second containing summary sheets of all the topics studied during the year.

Websites

- <http://www.bbc.co.uk/bitesize/ks3/science/>
- <http://www.brainpop.com>
- <http://www.wpbschoolhouse.btinternet.co.uk>
- <http://home.howstuffworks.com>
- <http://www.parentsplace.com/first9months/main.html>
- <http://www.bbc.co.uk/science/humanbody/body>
- <http://www.bbc.co.uk/schools/revisewise>

Homework

Homework is set once a week and students are normally given one week to complete the task. Most of the homework will be completed from the booklets, however, homework could be reading about a topic on the internet, or learning work for quick tests.

Suggested home activities

Some parents may be reluctant to help children with work in science if they don't have a scientific or technical background themselves. All parents can help promote the excitement of science by discussing science issues raised in newspapers and visiting science themed museums or attractions when you travel.

Art and Design

3 lessons per two week cycle

Curriculum aims

Learning and taking part in Art and Design activities contributes to the achievement of all young people to become:

- Successful independent learners who develop their creativity using a range of skills. They will be able to communicate their ideas and feelings through visual forms.
- Confident individuals who are able to analyse the world around them. They learn to try out new ways of working, take risks and work without fear of failure.
- Responsible citizens who learn to understand , respect , value and engage with not only their own cultures and traditions , but the cultures and traditions of others.

It is the aim of the department to inspire and build confidence in all students regardless of prior experience or current personal ability. Students will hopefully acquire a love of Art, Craft and Design that will inspire them to build a lifelong desire to learn about their own and others culture.

Curriculum content

There are a number of key concepts that underpin the study of art, craft and design:

- *Creativity* - Exploring and experimenting with ideas, materials tools and techniques. Taking risks and learning from mistakes.
- *Competence* – Using tools, materials and techniques effectively.
- *Cultural understanding* – Students at BVIS will study contemporary and traditional art from a range of cultures, they will be encouraged to study historical and contemporary work from their own Vietnamese heritage alongside Western, European and a variety of global cultures. Students will understand the importance of the role of the artist, in a range of cultures, times and contexts
- *Critical understanding*- They will take part in critical discussions when analysing their own and others work.

Art and Design curriculum themes (projects)

Term 1a Product design - safety helmet

Students carry out research into the origins of the first motorcycle safety helmet. This project links with road safety week in term 2. Students evaluate existing safety helmets taking into consideration, materials, aesthetic value, anthropometrics,

value, safety, functionality, environment and recycling. They design their own safety helmet using knowledge gained from research and demonstrations of graphics techniques and media. Whole class product evaluations will be done to find the best solution.

Term 1 Pop Art, Portraiture & Identity / Painting & Photography

Students begin this topic with an introduction to Pop Art and key skills in drawing a portraits in proportion. After researching the work of Andy Warhol, they will begin to explore portrait photography and use digital media to edit their own photograph. Their final outcome will be an accurately drawn and painted self portrait using the grid technique.

Term 2 Architecture / Collage & Mixed Media

Students will research different forms of Architecture from around the world including the beautiful architecture of Hanoi. They will use their research to create a carefully composed photomontage before using viewfinders to capture different sections of their collage. Students will be encouraged to combine media in unique ways and think carefully about composition. Their final outcome for this project will be a mixed media A3 outcome in media chosen by each student

Term 3 Marvel vs Manga / Painting & Digital Media

Students begin this topic with research into different forms of manga and graphic novels. This will include studying the use of typography and perspective in different samples before working in groups to enlarge different sections of graphic novels. Finally students will generate their own designs for sections of their own stylised comic. Digital media will be used to enhance this project and help inspire different outcomes.

In addition to termly projects, students may participate in local and global competitions should the opportunities arise.

Sketchbook

Students are expected to keep a working sketchbook throughout each year at BIS. They will be expected to add to this in lessons and in homework tasks. This will include critical study pages and creative developments with different forms of reviewing and refining tasks. This sketchbook should be kept and presented to a high standard and not used for unrelated doodles.

Assessment

In addition to the standard school policy of written feedback and National Curriculum levels of attainment, students will be given written feedback for homework, an effort grade for homework and an overall effort grade at the end of each project (term). Students will be given levels for preparatory work as well as final outcomes for each each project. The Levels shown on their reports will be an average of the skills covered throughout the year.

Homework

Homework is set when appropriate in accordance to the BIS Hanoi homework policy. Homework is an important part of the work set in Art, Craft and Design. Usually homework tasks involve written research or gathering images and resources that will be used in the next lesson. Students who arrive at the lesson with incomplete or poor quality homework will be at a disadvantage to others students who will have personal resources to work from. Students are required to show they can work independently, through homework tasks and class work, to achieve level 6 or above. There is an excellent library within the school where students can work during lunchtimes if they are unable to work at home, they may borrow dry media (pencils and coloured pencils) from the art room and use the printer if they do not have these facilities at home. Students will be shown examples of the layout and quality of work expected for homework tasks, they will be given an Analysing Art handout to be used for written work (see below). Points will be awarded for exceptional quality homework.

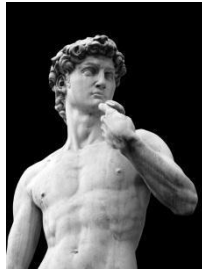
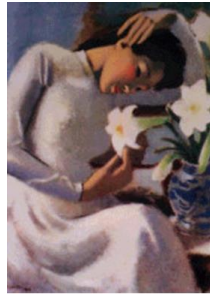
Useful references for Parents

www.artcyclopedia.com

www.googleimages.com

www.wikipedia.org

ANALYSING ART, CRAFT & DESIGN



You must be as descriptive as possible when answering these questions. Write in essay format e.g. do **NOT** write out the questions **OR** put the number in the margin

1. What is the title and date of your picture / piece of art?
2. Who painted / made it?
3. Describe the context of the art work (culture, period of time or art movement)
4. What media (material) has the artist used? *E.g. oil paints, pastel, screen printing inks, clay, wire, plaster, paper, cardboard, fabric, camera and software etc.*
5. What technique has the artist used? *E.g. line and tone, crosshatching, expressive mark making, thick brushstrokes, painting, printing, clay over wire, stitching and embroidery, etching etc.*
6. What is the subject matter? *E.g. describe what the piece of art is about.*
7. Describe the composition (layout) *E.g. where are the objects placed and why are they there?*
8. Has the artist used perspective (to make objects look near and far)?
9. Describe the colours. What mood do the colours create?
10. Are the colours naturalistic (normal) or abstract(unnatural)
11. Write why you like / dislike the art.
12. How could you recognise other works by the artist?
E.g. materials, technique, subject matter, context, colour?
13. How does this piece of art give you ideas for your own work?

Suggested home activities

Parents are encouraged to support students with project themes and homework, whilst allowing students to produce the work themselves. Visits to museums and art galleries are to be encouraged. When discussing ideas with students , parental knowledge and first-hand experience of historical, cultural or local events can be invaluable. There is no right or wrong, no guaranteed formulae to provide solutions in art; this is the challenge of the subject. We have high expectations at BIS Hanoi and expect every student to attain their highest level by applying their best effort and producing creative and skillful work they will be proud to exhibit.

Computing

3 lessons per two week cycle

Curriculum aims

In KS3, the UK National Curriculum is now focusing on providing a high-quality computing education that equips students to use computational thinking and creativity to understand and change the world.

The aims of the curriculum are that all students :

- can understand and apply fundamental principles and concepts of computer science.
- can analyse problems in computational terms and have experience of writing computer programs to solve problems
- can evaluate and apply IT to solve problems
- are responsible , competent and creative users of ICT.

Curriculum content

In Year 9 students will continue to develop their computing skills. They will be encouraged to be creative and logical in their approach to tasks. They will begin by producing interactive content for a website which they will create. Students will learn basic scripting language including HTML and CSS.

Later in the year, students will continue to develop their programming skills in Python but will also be introduced to a new programming language called Arduino. What's great about this is that students can begin to investigate how computers can interpret common instructions using different languages. Students can be able to test their programming skills using our new programmable drones.

Students are expected to become familiar with cloud technology as their primary workspace tool. As such they will be given a Google apps account that will be administered by the school.

Assessment

Computing is a practical subject and as such feedback to the student is mostly formative and instant. It takes place every single lesson and improvement is continuous. Students will complete an evaluative assessment at the end of each topic covered. This evaluation will help the student achieve their target grades and establish a target grade for future topics. This assessment is of a practical nature and is usually completed online. Each topic will be summative marked and a level awarded in line with school policy.

Resources

The main resources for students will be online. Through our Google Apps account the BIS Hanoi ICT & Computing Department has its's own website <https://sites.google.com/a/bishanoi.com/bis-ict-computing/home>. Students and parents will find resources on this website.

Homework

Homework is set as appropriate within the topic being studied. It is designed to allow students to either reflect on their learning, extend their learning or to consolidate concepts taught in class.

What Parents can do at home to help learning in Computing

Parents can encourage students to use the internet safely by installing parental control features and by monitoring use of social media so that it is used safely and responsibly.

Drama

3 lessons per two week cycle

Curriculum aims

Drama has a major role to play in the delivery of the English curriculum and the School's cross-curricular themes. The dramatic context of a particular activity will determine which particular curricular area/theme is addressed, in addition to contextualizing Drama as a subject area with a history and conceptual content of its own.

1. To maintain and/or stimulate lasting pupil curiosity, interest and enjoyment in Drama. To create an atmosphere where pupils wish to learn, so that they come to enjoy Drama because they are active participants in it. This will enable each pupil to achieve his/her potential in a variety of situations.
2. To enable pupils to be familiar with a body of knowledge, principles, skills, techniques and vocabulary related to Drama.
3. To enable pupils to develop a range of desirable personal qualities such as perseverance, concern for others, initiative and independence. Students will work independently and as part of a team in varied activities, so Drama contributes to the development of core skills such as ICT, reading, writing and speaking.
4. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to Drama and to experience success and enjoyment in their work.

Curriculum content

Students will initially learn about Key Drama Skills including Freeze-frame, Thought-tracking, Mime and Improvisation. With these core skills, students are enabled to progress to explore topics such as 'Interpreting a Script' and 'Art for Art's Sake'.

Assessment

The three main areas of Drama are: Devising, Performing and Appraising. Students will be assessed in each of these areas. Students learn to assess each other and themselves. They learn to give feedback to each other; a valuable life skill.

Suggested home activities

Exposure to a range of Drama; for example: theatre, film or television is an excellent way to stimulate an interest in Drama. Active conversations about what the family are watching are an excellent way to stimulate ideas and make the process an active one.

Geography

4 lessons per two week cycle

Curriculum aims

A high-quality Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

<https://www.rgs.org/OurWork/Schools/Running+a+successful+department/National+Curriculum.htm>

Geography is a unique subject because the nature of its content means that skills and knowledge required for other academic subjects (such as Maths, English, Humanities, the Sciences and ICT) can be developed through Geography. The aims of Geography are outlined below;

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes,
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time,
- Are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes,
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS),
- To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf

In addition to these aims, Geography is also excellent at developing your child's thinking skills. Developing these skills is fundamental in ensuring that your child is fully prepared for life after they finish their schooling. The main skills that we focus on in Geography are:

- Teamwork
- Justification
- Evaluation
- Information Processing
- Enquiry
- Creativity
- Communication

Curriculum content

Topic groups are revisited on a yearly basis, and with each passing year, areas are covered in greater depth. The topics students (they) study are arranged as follows:

Term 1

Global Interactions - Trade and Development, Globalisation
Climate Change, Energy and Sustainability

Term 2

Global Issues - Conflict Diamonds

Fieldtrip - IGCSE options trip to Ba Vi with Year 10 Geographers conducting a Rivers Study

Term 3

Geographic Skills - preparation for IGCSE.

Students are expected to complete homework to a high standard to reinforce their understanding. Please do encourage your child to ask for help if they do not understand the classwork or homework. If your child is absent for a lesson, they are expected to catch up on the work they missed by borrowing another student's book. They are expected to come fully prepared to lessons with their equipment, exercise book and a positive attitude.

Assessment

Students will undergo a formal leveled assessment once for every topic. Your child will be learning the skills required to conduct self and peer assessment throughout this year. This means that you child should be able to have regular conversations with me about the level that they are at, and be very aware of what they can do to improve their work. As well as this, they should be giving constructive feedback to their peers on the same matter. They will also be assessed during the course of the year through their classwork. The levels shown on their report for each term will an average of their assessments in the various topics covered.

Resources

The textbooks used across Key Stage 3 are shown below; however, we use a variety of resources to suit the activity being taught. Some of these are commercial and some are teacher developed. They provide a much more fun and interactive learning

environment, whilst still maintaining the highest of standards of teaching and learning. They can however, prove to be a valuable tool for reinforcing what your child has learnt in the home.

<https://global.oup.com/education/content/secondary/series/geog-123-third-edition/;jsessionid=879ADE292B6669509337FFCD402F5A3D?region=international>

Textbook: Geog. 3 Oxford University Press: ISBN 978-0-19-913495-3

Homework

When appropriate, homework is set in accordance with the School Homework Policy and students are normally given one week to complete the tasks.

What Parents can do at home to help learning in Geography

Aside from regularly reading the news from reputable local and international sources, please encourage your child to utilise these websites for research to help with homework and studying for exams:

<http://greenfieldgeography.wikispaces.com>

<http://bishngeography.blogspot.com/>

<http://www.geographypods.com/>

<http://www.bbc.co.uk/education>

<http://www.geographyalltheway.com/>

<https://www.cia.gov/library/publications/the-world-factbook/>

History

4 lessons per two week cycle

Curriculum aims

In the History curriculum we aim to give students the knowledge and skills needed to make sense of the past, and to develop within them an open-minded, curious, and truly international perspective. Our syllabus reflects this aim and presents opportunities for students to engage with a wide range of topics drawn from different regions and periods. We have devised the Year 9 programme of study to enable all students to move on to IGCSE History with confidence.

Our curriculum divides Historical skills into:

1. Analysis of causes and consequences
2. Evaluation of continuity and change
3. Enquiry skills using sources of evidence
4. Interpretation - looking at history from different perspectives
5. Communication - writing and speaking about history in different forms

Curriculum content

In Year 9 students will study THREE key areas of history. In Term 1, they will analyse the causes of the First World War (1914-18) and complete an in-depth study of trench warfare; in Term 2, they will focus on the interwar period and develop their understanding of how Hitler built a nazi dictatorship in Germany; in Term 3, they will study international relations from 1919 to 1939, with the aim of explaining why the Second World War broke out by examining events in both Europe and South East Asia.

Key Enquiry Questions

- Was a sandwich really responsible for the start of the First World War?
- Does Haig deserve the title the 'Butcher of the Somme'?
- Was the Treaty of Versailles fair?
- What was life really like in Nazi Germany?
- Why did international peace collapse by 1939?

Students are expected to do homework and end of topic tests to reinforce their understanding, and are encouraged to approach their teachers for extra help with questions. They are expected to come fully prepared to lessons with their equipment, which must include a ruler, pencil, pen and exercise book. We strongly encourage students to bring their own devices to lessons, too.

Assessment

Students will be given a range of different types of assessment, that address different skills, and these will happen throughout the academic year. These skills are revisited every year, but at a more challenging level. There will be one formal assessment per half-term at the end of each topic.

The levels shown on the report at each term are an average of their assessments in the various skills covered.

Resources

There are a wide range of textbooks used, covering the variety of topics listed. Not only does each topic have a main textbook, but selections are made from other material to support them. Copies of these textbooks are available to the students in the Library for reference. Teacher developed materials, documentary films, and internet resources are also used where appropriate.

Homework

Homework is set once a week and students are normally given several days to complete the tasks. The tasks often involve independent research, which acts as a preparation for the next lesson.

Suggested home activities

Students who read a great deal, who visit museums or who travel to places of historical interest show great progress in developing their analytical skills. Discussion is an extremely good way to help students reflect and review what they have learnt.

Modern Foreign Language (MFL) - Spanish/French

4 lessons per two week cycle (applicable to non-Vietnamese passport holders)

Curriculum aims

All Vietnamese students have to study Vietnamese by the law of the country. Non-Vietnamese passport holders are offered MFL – either French or Spanish and they will also have the chance to study Vietnamese language at a very basic level.

In Spanish and French we aim to provide a broadly based and balanced education which will provide the foundation for further learning at IGCSE level. This syllabus is designed for learners who are learning Spanish/French as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

It also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Curriculum content

- Home life and school
- Food, health and fitness
- Home life School routine Eating and drinking Health and fitness

Personal and social life

- Holidays and special occasions
- Weather
- Entertainments, invitations and eating out
- Festivals and special occasions
- Holidays; getting around
- Accommodation
- Home town and local area
- Finding the way

Assessment

Students will be given a range of different types of assessment, that address different skills, and these will take place throughout the academic year. These skills are revisited every year, but at a more challenging level.

Listening - Students listen to a number of recordings and answer questions testing comprehension.

Reading - Students read a number of texts and answer questions testing comprehension.

Speaking - Students create role plays, topic presentation/conversation and general conversations.

Writing- Students respond in the target language to different tasks.

Resources

There are a range of textbooks used, selections made from other materials and teacher developed resources are also used to cover the variety of topics listed.

Homework

Homework is set once a week and students are normally given seven days to complete the tasks.

Suggested home activities

Each student has a login and password for the linguascope.com website which they can use to learn about and revise topics. Homework may also be frequently set using this website, so students will require an up-to-date version of Adobe Flash Player so that they may access it.

Music

3 lessons per two week cycle

Curriculum aims

Students study a wide ranging and exciting Music curriculum that lends itself to cross-curricular links. They are encouraged to take part in various extra-curricular opportunities to continue to develop their creativity and confidence.

1. To influence students' development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing students' abilities to work with others in a group context.
2. To bring together intellect and feeling and enable personal expression, reflection and emotional development.
3. To develop students' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgments about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfillment.
4. To develop an appreciation and understanding of music from around the world, including the culture and context from which it derives.

Curriculum content

In Year 9, Students are developing their understanding of musical elements through performance, composition and listening. We will continue our journey through the Juilliard Curriculum of Core Works, with focus on developing keyboard skills, musicianship and ways of thinking.

Assessment

Music is assessed in three main areas: Composing, Performing, Listening and Appraising. Students learn to assess each other and themselves using the National Curriculum Criteria. This promotes their ability to analyse as well as the important life skill of giving useful feedback in a constructive and positive manner. The Levels shown on their reports will be an average of the skills covered throughout the year.

Suggested home activities

Exposure to music whether through live concerts of a wide range of media at home is an invaluable way of building a child's love of music and therefore their desire to excel within the activities at school. The exact type of music is not important although a variety of different genres is encouraged.

Physical Education

5 lessons per 2 week cycle

Curriculum aims

Physical education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality physical education curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. The curriculum aims to help students to develop skills in physical activity, learn how to make and apply decisions; developing their physical and mental capacity. Students will evaluate and improve their performances during the course. This will assist students in making informed choices about healthy and active lifestyles.

The study of PE will include activities that cover the following:

- a. Outwitting opponents, as in games activities.
- b. Accurate replication of actions, phrases and sequences, as in gymnastic activities.
- c. Exploring and communicating ideas, concepts and emotions, as in dance activities.
- d. Performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities.
- e. Identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities.
- f. Exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

Curriculum content

During the course of Key Stage 3 each year group are divided into the same activity skills set, each group participating in the activity at different stages throughout the year. The students will be able to improve on a wide range of sport skills throughout the Key Stage.

Topics which will be covered throughout the course of the year:

- Racket sports: Badminton
- Invasion Games: Basketball
- Striking and Fielding: Rounders
- Athletics: Track and Field events
- Health and Fitness: Speed, Agility and Quickness
- Gymnastics
- Net and Wall Games: Volleyball
- Swimming: Developing competitive strokes.
- Outdoor Education: Personal survival and water-based activities
- Sport Leadership: Netball

Assessment

The students will need to be able to demonstrate individual skills, demonstrate tactical knowledge and understanding and rules of the sport. A final level descriptor will be awarded at the end of each unit of work. Assessment will be throughout the unit with self and peer assessments included. The attainment Level Descriptor ranges from simple skills in Level 1 to Exceptional Performance which is beyond Level 8. In Key Stage 3 students are expected to achieve between levels 4-8 in all of the activities.

Resources

We are introducing technology in the PE curriculum with use of Ipads and smartphones for activities. The use of the technology will help with analysis and instant feedback to the students. Students will have their own Sportfolios which will have copies of peer and self -assessment sheets.

Levels shown on reports are an average of the activities.

Homework

Homework is set in PE to enhance knowledge and understanding. Homework will be done on Google classroom where students will develop their Sportfolio for the year. Homework can be set at the end of a topic.

Suggested home activities

Parents can support students by encouraging their participation in sport in and out of school. Please let us know if your child has an achievement for a sporting activity outside of school as we like to share success in assemblies.

Outdoor Education

Outdoor Education opportunities exist for students at all year levels.

The benefits of Outdoor Education include:

- *Development of leadership skills and responsibility*
- *Increased self-confidence and self-awareness*
- Development and strengthening of relationships with peers and staff

The Outdoor Education Programme at BIS Hanoi is structured sequentially - providing increasingly challenging ventures as students move through the school.

Trips are an integral part of our curriculum, are included in our fees and are considered mandatory except under extreme circumstances.

Year 9 go on their first outdoor trip to Sapa in October.

Life Skills

2 lessons per two week cycle in tutor groups and cross-curricular reinforcement.

Course Description

This pastoral course is underpinned by the BIS Hanoi Values and Attributes and aims to promote these to achieve our goal of Global Citizens with a Vietnamese Perspective:

- Integrity
- Respect
- Caring
- Enquiry
- Reflection
- Perseverance

The course provides opportunities for students to learn how to grow as individuals, for example by developing self-awareness, taking responsibility for managing their time and learning to feel positive about themselves.

The course focuses on group discussion activities, which involve the students in communication and listening skills, leadership and learning how to co-operate and negotiate.

Students are presented with situations in which they have to work with others, to analyse information, to consider moral and social dilemmas and to make choices and decisions.

By working together on school and community projects students have the chance to participate fully in the life of BIS Hanoi and the community and develop skills that they will require as future citizens.

The key themes within the course are:

- Health and Relationships
- Developing Us
- The World We Live In

Assessment is continual, based on student participation and implementation of the core values within the course; it is based upon both the Vietnamese and UK guidelines.

Student Council and Form Council

The Form Council provides the structure for **all** students to be involved in the decision-making process within the school. Each Form Council elects a representative to the Student Council whose purpose is to represent their peers and be a forum for active and constructive student input into the daily life of the school community.

Mission Statement Aide Memoire

The graphic below is displayed in every classroom. It shows clearly the aims and objectives we have in all lessons and activities.

